

C-SIP

Cooper Screening of Information Processing

Short Form ; Full Screening

This screening was developed by Dr. Richard Cooper as part of two special projects in 1992, one in Pennsylvania and one in South Carolina. This instrument is not meant to be a standardized test but rather a diagnostic teaching instrument. It is not designed to enable teachers to diagnose learning disabilities, but it may be the first step in an evaluation process that ultimately results in such a diagnosis. A student who answers yes to the majority of the questions on the screening may have a learning disability. This student should be referred for further testing.

In response to many requests for a short form of this screening, the creator, Dr. Richard Cooper has restructured the screening to provide a short form within the original C-SIP. The short form, printed in red, includes the basic information needed to determine if the person should be referred for more testing for a diagnosis of a learning disability. The short form is included within the original because the person administering the screening may want to use the short form on all students and the full C-SIP on only those who evidence problems. If the administrator of the C-SIP wants the full screening, he or she should ask all the questions (red and black).

The best results are obtained from students who have a good and honest knowledge of themselves. Sometimes adult students will not understand the severity of their own difficulties. For example, when asking a student about spelling, the student might believe that spelling is not a problem because he or she can write simple sentences. However, when compared to others, the student might indeed have a spelling problem. In those cases, the administrator of the screening needs to make a judgment rather than simply record the student's response. The more one uses this screening, the more information one can obtain from it about the students. The screening, long version, takes about 45 minutes to administer to most individuals. (The short form takes about 10 or 15 minutes.) It takes less time to administer to students with very low skills or who have limited self-awareness, and it takes more time to administer to those students who talk a great deal and try to explain each answer.

Learning Disabilities Resources (free catalog 1-800-869-8336) has a videotape of Dr. Cooper administering the C-SIP to a student followed by an explanation of the process. There is an Administration Manual and an Interpretation Manual that provides answers to many questions about how to use and interpret the C-SIP. If you have questions about the screening and how to administer it, you can call Dr. Cooper at 610-446-6126 or contact him through our web site. (www.learningdifferences.com) Dr. Richard Gacka, Director of the Pennsylvania Learning Differences Center, has prepared a scoring assistant for the C-SIP. The scoring assistant provides graphs of the results that can be printed and given to the student. You can access the scoring assistant at: www.able.state.pa.us/able/cwp/view.asp?a=15&q=88413

I have read, or have been told, and understand the purpose of this screening. I realize I am free to withdraw my consent and to withdraw from this activity at any time.

Participant's Printed Name Signature Date Signed

When informed consent is required and participant is under 18, parent/guardian signature is required.

I have read, or have been told, and understand the purpose of this screening.

Parent's/Guardian's Printed Name Signature Date Signed

Please refer to the R.Cooper site to view the actual instrument at
www.learningdifferences.com